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ABSTRACT

Occupational education faculty at two-year colleges in New York State were surveyed to determine their perceptions of the instructional problems created by disabled students in their classes. The questionnaire developed for the project also assessed faculty awareness and use of selected instructional accommodations designed to meet the needs of disabled students in their classes. A sample of 817 faculty members from 17 colleges participated. Survey findings provided a demographic profile of the faculty, an overview of the number and types of disabled students that faculty have in their classes, a listing of the primary campus sources of information on disabled students, and an examination of faculty awareness and provision of 36 special accommodations. Of special significance were faculty ratings of importance and need for more information on 20 activities, skills, and competencies related to teaching disabled students. Items from the broad categories of general understanding and instructional practices generally received the highest importance ratings and the highest percentages of requests for additional information. Open-ended questions provided faculty an opportunity to express general concerns, describe problems encountered in teaching disabled students, and list solutions or special techniques used to address those problems. (Representative comments are provided. The questionnaire is appended.) (YLB)

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FINAL REPORT

DISABLED STUDENT PROJECT FACULTY SURVEY

Beyond Access:
Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education
Phase II

(VEA 53-82-9001)

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Beyond Access: Meeting the Instructional Needs of

Handicapped Students in Postsecondary Occupational Education

DISABLED STUDENT PROJECT: PHASE II

FACULTY SURVEY

Introduction

In October of 1981, the Two-Year College Development Center, State University of New York at Albany, in cooperation with the Bureau of Grants Administration, New York State Education Department, initiated Phase II of the Disabled Student Project, "Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education," (VEA 53-82-9001). Phase II of the project was designed to address the following objectives:

(1) to determine occupational education faculty perceptions of the instructional problems created by disabled students in their classes;

(2) to assess occupational education faculty awareness of and use of selected instructional accommodations designed to meet the needs of disabled students in their classes;

(3) to survey the career development and job placement services available to disabled students in New York State two-year colleges; and,

(4) to develop a sourcebook for two-year college faculty and staff containing information on instructional accommodations, programming approaches, and support services for disabled students in two-year colleges.

This report summarizes the findings from the survey of faculty which was undertaken to address the first two of these objectives. The report of the Survey of Career Development and Job Placement Services for Disabled Students in New York State Two-Year Colleges (Objective #3) and the Sourcebook of Disabled Student Services (Objective #4) are available as separate publications from the Two-Year College Development Center.

Method

Background

In the fall of 1981, an Advisory Committee was formed to guide and to review the procedures, activities, and products of Phase II of the Disabled Student Project. The committee members were chosen to represent the interests of various postsecondary and public service sectors concerned with vocational education for the disabled (see Appendix A).

In December of 1981, representatives from all New York State two-year colleges were invited to attend one of three regional meetings to be hosted in Rochester at Monroe Community College (January 20, 1982), in Albany at the Two-Year College Development Center (January 26, 1982), and in New York City at the CUNY Graduate School and University Center (January 28, 1982). The purposes of these meetings were to provide representatives with a review of the findings of the survey of disabled students completed during Phase I of the Disabled Student Project, to outline the workplan of Phase II of the project, and to invite the colleges to participate in Phase II.

Of the 32 colleges represented at the regional meetings, 17 agreed to survey a sample of their occupational education faculty. A project contact person was delegated on each campus (see Appendix B) to oversee the distribution and administration of the Disabled Student Project Faculty Questionnaire (see Appendix C), a survey instrument developed by the project staff.

The Faculty Questionnaire consists of four parts. Part I comprises basic demographic items such as academic area, educational level, and amount of teaching experience. Part II asks faculty to indicate their use of the 36 instructional accommodations taken from the Phase I student survey. Part III requires faculty to rate the relative importance of and their need for more information on 20 activities/skills/competencies related to teaching disabled students in occupational education programs. Part IV consists of open-ended items for faculty to describe any problems encountered in teaching disabled students and the solutions used to address those problems.

Data Collection and Analysis

In March of 1982, copies of the Faculty Questionnaire were sent to the contact persons at the 17 cooperating colleges for distribution to a sample of each college's occupational education faculty. A total of 817 completed questionnaires were returned to the Two-Year College Development Center for tabulation and computer analysis, which was performed using the Statistical Package for the Social Sciences (SPSS).

Findings

Faculty Characteristics

Table 1 presents a demographic profile of the 817 respondents. Faculty from the seven Occupational Education Program Areas targeted for study plus "Other" faculty from Liberal Arts, Sciences, and Social Sciences were included in the sample. Faculty from the "Other" discipline areas represented the largest percentage of the sample (38.2%), followed by faculty from the Business and Office (18.0%), Technical (17.3%), and Health (12.5%) Program Areas.

The majority of respondents held Master's Degrees (69.3%), were teaching on a full-time basis (85.4%), and had been in teaching for 11 years or more (63.4%). The largest percentage were teaching days only (51.8%), followed by a significant number teaching both days and evenings (40.3%). The majority indicated that their primary teaching setting was in a combination classroom and shop or lab (52.8%).

Table 1

Faculty Profile (N=817)[a]

Variable	f	(%)
Major Discipline Area		
Agricultural	41	(5.0)
Business and Office	147	(18.0)
Distributive	5	(.6)
Health	102	(12.5)
Home Economics	12	(1.5)
Technical	141	(17.3)
Trade, Industrial, & Service	43	(5.3)
Other	312	(38.2)
Full-Time Position		
Yes	698	(85.4)
No	109	(13.3)
Teaching Schedule		
Days Only	423	(51.8)
Evenings Only	50	(6.1)
Both Days and Evenings	329	(40.3)
Primary Teaching Setting		
Classroom Only	349	(42.7)
Shop or Lab Only	23	(2.8)
Combination Classroom & Shop or Lab	431	(52.8)
Number of Years in Teaching		
First Year	33	(4.0)
2-5 Years	111	(13.6)
6-10 Years	150	(18.4)
11 Years or More	518	(63.4)
Highest Degree		
Associate's	31	(3.8)
Bachelor's	100	(12.2)
Master's	566	(69.3)
Doctorate	103	(12.6)
Other	13	(1.6)

[a]Totals may reflect missing data.

Table 2 displays specific variables related to faculty experience with and awareness of disability. Over three-fourths of the faculty (75.4%) indicated that they had no personal experience with disability; one-fourth (24.6%) noted that they either were personally disabled or had a family member or close friend who was disabled. Examples of specific disabilities cited by the faculty included the following: deafness, blindness, spina bifida, "World War II wounds," diabetes, "seven-year old son is autistic," "several close friends with physical disabilities," amputation, artificial limbs, cerebral palsy, multiple sclerosis, muscular dystrophy, epilepsy, arthritis, spinal deformity, degenerative muscle disease, back problems, heart problems, dystonia, Down's syndrome, brain damage, cancer, polio, and paraplegia. One faculty member mentioned having "...an aunt who has been in a wheelchair because of polio since 1939. She has served on the President's Commission on the Handicapped for a number of years, travelled internationally for the handicapped, and been personally responsible for many changes providing access to many buildings, including Washington's Kennedy Center."

Approximately four-fifths of the respondents (79.9%) indicated that they had taught disabled students in their classes, with over half (55.1%) estimating that less than 1 percent of their students per semester are disabled. Seventeen percent of the faculty (16.9%) maintained that, to their knowledge, they had never had any disabled students in their classes.

Faculty reported that they had encountered students in their classes with all the types of disabilities listed on the questionnaire. The most common types of disabled students cited by the faculty included the mobility disabled (50.9%), the visually disabled (44.9%), the emotionally disabled (44.7%), and the learning disabled (43.2%). Less common were the speech disabled (30.6%), the multiple disabled (13.2%), and the other disabled (11.4%) which included epilepsy and seizure-related disorders, diabetes, cancer, arthritis, heart disorders, multiple sclerosis, kidney transplants, lupus erythematosus, sickle-cell anemia, severe allergies, asthma, emphysema, respiratory disease, Hodgkins disease, birth defects, dwarfism, hypertension, stroke, weight problems, hand function impairment, and alcohol and drug addiction.

Finally, with regard to the special educational background of the respondents, approximately one-fourth (23.3%) reported having taken from one to over ten special education courses, while over three-fourths (76.5%) reported having had no such formal training.

Campus Sources of Disability-Related Information

Respondents reported that their colleges had used a variety of methods to inform them of the personnel, policies, and procedures associated with services for disabled students on campus. As displayed on Table 3, faculty indicated that they had obtained information through all sources listed on the questionnaire, with the largest percentages receiving information by word-of-mouth (51.0%), through the college Newspaper/Newsletter (48.7%), and through various memoranda (45.4%). It is interesting to note that although the Coordinator for Disabled Students was cited as a primary channel of information by only 38.6 percent of the respondents, much of the information on disabled students selected by the faculty as stemming from other sources may in fact have originated with the Coordinator. More visibility for the position and role of the Coordinator on campus may further increase faculty awareness of services for disabled students, and encourage faculty to seek advice from the Coordinator in helping them accommodate disabled students.

Table 2

Disability-Related Faculty Characteristics (N=817)[a]

Variable	f (%)
Personal Disability or Family/Friend	
Yes	201 (24.6)
No	616 (75.4)
Disabled Students Taught Per Semester	
None	138 (16.9)
Less Than 1%	450 (55.1)
Between 1% and 5%	177 (21.7)
Between 6% and 10%	18 (2.2)
Over 10%	7 (.9)
Types of Disabled Students in Classes	
Emotionally Disabled	365 (44.7)
Hearing Disabled	312 (38.2)
Learning Disabled	353 (43.2)
Mobility Disabled	416 (50.9)
Speech Disabled	250 (30.6)
Visually Disabled	367 (44.9)
Other Disabled	93 (11.4)
Multiple Disabled	108 (13.2)
Number of Special Education Courses	
None	625 (76.5)
One or Two	109 (13.3)
Three to Five	42 (5.1)
Six to Ten	30 (3.7)
Over Ten	10 (1.2)

[a]Totals may reflect missing data.

Table 3

Sources of Information on Disabled Students at the College

Source	f	(%)	Rank
Bulletin Board Notices	299	(36.6)	5
College Newspaper/Newsletter	398	(48.7)	2
Committee Work	205	(25.1)	9
Conference	166	(20.3)	12
Coordinator for Disabled Students	315	(38.6)	4
Departmental Meetings	277	(33.9)	6
Faculty Bulletin	184	(22.5)	11
Faculty Handbook or Guide	207	(25.3)	8
Faculty Meetings	242	(29.6)	7
Faculty Orientation	129	(15.8)	13
Inservice Training	97	(11.9)	15
Memoranda	371	(45.4)	3
Special Services Brochure	127	(15.5)	14
Word-of-Mouth	417	(51.0)	1
Workshops	203	(24.8)	10
Other	34	(4.2)	16

A significant number of respondents also selected bulletin board notices (36.6%), departmental meetings (33.9%), faculty meetings (29.6%), faculty handbook or guide (25.3%), committee work (25.1%), workshops (24.8%), faculty bulletins (22.5%), and conferences (20.3%). In addition to the sources of information listed on the questionnaire, the following were also cited by the faculty: "the Director of the Counseling Center," "Counselors," "Division Chairman," "information from nurse," "disabled students themselves," "student volunteers," "attendance at workshops," "one hour of a Conference Day was devoted to suggestions about disabled students," "Sensitivity Day," "a blind instructor who makes a point of getting in touch with blind students," "class offered in Evening Division," "visitations in day classes by Easter Seal representative," "Health Services Department report," and "Data Processing and Computer Science departmental guide for the hearing impaired."

Accommodations

Part II of the questionnaire asked faculty to indicate their awareness of and/or provision of 36 special accommodations for disabled students. A "special accommodation" was defined as "any modification in method, technique, aid, device, service or practice that enables a disabled person to participate in an academic setting" (see insert to Faculty Questionnaire in Appendix C for a listing of accommodations and definitions). The 36 accommodations included six Instructor-Related Accommodations (i.e., provided by an instructor), and 30 Instructional Accommodations (i.e., provided by the college, the student, or an outside agency). Table 4 summarizes the responses of the faculty to the accommodation checklist.

Table 4

Accommodations Used By Or Available To Disabled Students

Accommodation	f	(%)
Accommodations Provided By Instructor		
Alternate Assignments	247	(30.2)
Different Exam Formats	299	(36.6)
Different Time Allotments	321	(39.3)
Extra Personal Help	533	(65.2)
Study Guides/Notes	139	(17.0)
Student Volunteers (appointed by instructor)	220	(26.9)
Other	80	(9.8)
Accommodations Provided By College, Student, Or Outside Agency		
Abacus	24	(2.9)
Bookholder	48	(5.9)
Braille Informational Materials	86	(10.5)
Braille Instructional Materials	75	(9.2)
Braille Slate and Stylus	32	(3.9)
Braille Transcription Services	48	(5.9)
Captioned Films	26	(3.2)
Captioned Videotapes	33	(4.0)
Cassette Duplication Services	131	(16.0)
Elastic Line Writing Guide	7	(.9)
Electric Page Turner	9	(1.1)
Finger Math (Chisanbop)	26	(3.2)
Hydraulic Lift	67	(8.2)
Interpreters	84	(10.3)
Large Print Informational Materials	106	(13.0)
Large Print Instructional Materials	78	(9.5)
Large Print Typewriter	72	(8.8)
Low Vision Reader	60	(7.3)
Magnifying Reader	108	(13.2)
Microcomputer	61	(7.5)
Notetakers	140	(17.1)
Optacon	16	(2.0)
Perkins Brailler	12	(1.5)
Raised Line Drawing Kit	16	(2.0)
Readers	150	(18.4)
Talking Books	75	(9.2)
Talking Calculator	42	(5.1)
Tape Recorder	290	(35.5)
Teletypewriter	14	(1.7)
Tutors	401	(49.1)
Other	48	(5.9)

All 36 special accommodations listed on the questionnaire were cited by the respondents. The following seven accommodations were cited by at least 25 percent of the faculty:

- Extra Personal Help* (65.2%)
- Tutors (49.1%)
- Different Time Allotments* (39.3%)
- Different Exam Formats* (36.6%)
- Tape Recorder (35.5%)
- Alternate Assignments* (30.2%)
- Student Volunteers* (26.9%)

These accommodations suggest that the instructors had indeed provided a significant amount of assistance to disabled students in their classes. This is confirmed by the finding that five of the top seven accommodations are Instructor-Related (*). Almost two-thirds (65.2%) of the faculty had provided disabled students with Extra Personal Help, indicating a significant amount of instructor intervention and special assistance for disabled students. It is interesting to note that three of the top seven accommodations involve direct interpersonal or human contact: Extra Personal Help (65.2%), Tutors (49.1%), and Student Volunteers (26.9%). This finding underscores the importance disabled students attach to interpersonal interaction--with instructors and other human aides--in their efforts to succeed in their courses. Inspection of the 30 Instructional Accommodations most frequently cited by the faculty reveals that three of the top five likewise involve a human contact component: Tutors (49.1%), Readers (18.4%), and Notetakers (17.1%). Colleges would do well to examine the availability on their campuses of the primary Instructor-Related and Instructional Accommodations indicated here, and upgrade their efforts to assist disabled students in securing and using these special accommodations.

"Other" accommodations listed by the faculty included the following: visits to disabled students at their homes, extended telephone conversations with disabled students, learning packets, assigned lab companions, different lecture formats, allowing students to type their exams, exams taken outside the classroom under supervision, tape-recorded tests, small groups of disabled and nondisabled students working together on a project, template for the blind, closed-circuit TV system with ability to enlarge images, Kurzweil Reader, computer book reader, tapes on grammar for dyslexic students, special diagrams and models, amplifier for hearing impaired students, movie scripts, carbon sets for notetaking, voice compressor and expander, a light on typewriters for end-of-line, amplified stethoscope, special stethoscope and sphygmomanometer, adjustable drafting table, modified tools and equipment, special desks for wheelchair-bound students, and specially designed equipment and tables in the physics lab.

Activities-Skills-Competencies

Part III of the questionnaire listed 20 activities-skills-competencies related to teaching disabled students. Respondents were asked to indicate (a) the importance of each activity to their instructional performance, and (b) their need for more information or training on the particular activity. Table 5 presents the results of the faculty ratings of the 20 activities-skills-competencies, grouped into three categories: General Understanding, Career Development, and Instructional Practices.

Table 5

Faculty Ratings of Activities-Skills-Competencies

Category/Activity-Skill-Competency[b]	Importance[a] Median[c]	Priority[d]	Information Yes (%)
A. General Understanding			
1. Developing a better understanding of the various types of disabilities	3.38	M	(54.5)
2. Understanding the laws regarding occupational education and disabled students	2.98	L	(45.8)
3. Understanding the psychological and behavioral effects of disabilities upon students	3.85	H	(56.9)
4. Learning how to better relate to disabled students	3.92	H	(54.6)
5. Helping disabled students develop positive attitudes about themselves	4.07	H	(51.3)
16. Identifying special staff available to assist disabled students	3.83	H	(44.6)
B. Career Development			
6. Identifying disabled students' occupational aptitudes	3.20	L	(37.1)
7. Assisting disabled students in developing realistic assessments of their occupational aptitudes	3.47	M	(40.3)
8. Determining competencies needed by disabled students for employment	3.32	L	(38.9)
18. Preparing disabled students for job adjustment	3.14	L	(31.6)
19. Developing work experience programs for disabled students	2.87	L	(30.2)
20. Determining the availability of jobs for disabled students	3.02	L	(34.3)
C. Instructional Practices			
9. Developing teaching strategies for disabled students	3.84	H	(54.8)
10. Developing workable techniques for teaching disabled and nondisabled students in the same classroom	3.91	H	(54.6)
11. Having appropriate instructional materials and/or equipment for disabled students	3.94	H	(49.3)
12. Individualizing instruction for disabled students	3.26	L	(40.1)
13. Adapting instructional practices to accommodate the special needs of disabled students	3.54	M	(46.3)
14. Maintaining academic standards for disabled students	4.02	H	(43.0)
15. Maintaining safety standards with disabled students	4.28	H	(43.3)
17. Testing and grading disabled students	3.31	L	(38.3)

[a] Respondents rated Importance on a 5-point Likert scale from Low (1 point) to High (5 points).

[b] Item numbers reflect the original order on the questionnaire. Items have been regrouped by category.

[c] Given the negative skewness of the distribution of item scores, the Item Median (IM) has been selected as the best index of central tendency. Average Median (AM) = 3.56 , Standard Deviation (SD) = .42.

[d] Priority ranked: Low (IM < AM - .5SD); Medium (AM - .5SD < IM < AM + .5SD); High (IM > AM + .5SD).

Respondents rated the importance of each item on a five-point Likert scale ranked from Low (1 point) to High (5 points). Data analysis revealed that the distribution of importance ratings were negatively skewed; therefore the median of each item was selected as the best index of central tendency. The Average Median (AM = 3.56) and Standard Deviation (SD = .42) of the summated item scores were calculated. Items with medians greater than one-half of the Standard Deviation above the Average Median were ranked "High Priority." Items with medians less than one-half of the Standard Deviation below the Average Median were ranked "Low Priority." Items with medians between these points were ranked "Medium Priority."

The median scores on importance for the 20 items ranged from 2.87 (Item 19 "Developing work experience programs for disabled students") to 4.28 (Item 15 "Maintaining safety standards with disabled students"). Of the 20 items, nine achieved "High Priority" ratings, three received "Medium Priority" ratings, and eight received "Low Priority" ratings. Five of the "High Priority" items occurred in the category "Instructional Practices," four in the category "General Understanding," and none in the category "Career Development." The three items with the highest priority ratings overall showed faculty to be concerned primarily with maintaining safety (4.28) and academic (4.02) standards for disabled students and with helping disabled students develop positive attitudes about themselves (4.07). Five of the eight items with the lowest priority ratings overall occurred in the category "Career Development." This suggests that faculty are generally more concerned with instructing and relating to disabled students than with assisting them in career development and job placement.

As indicated in the last column of Table 5, the majority of respondents (approximately 50% or more) expressed the need for additional information on seven of the 20 items--four under "General Understanding" and three under "Instructional Practices." Item 3 "Understanding the psychological and behavioral effects of disabilities upon students" was selected by the largest percentage of faculty (56.9%). This was followed by Item 9 "Developing teaching strategies for disabled students" (54.8%), Items 4 "Learning how to better relate to disabled students" (54.6%) and 10 "Developing workable techniques for teaching disabled and nondisabled students in the same classroom" (54.6%), Item 1 "Developing a better understanding of the various types of disabilities" (54.5%), Item 5 "Helping disabled students develop positive attitudes about themselves" (51.3%), and Item 11 "Having appropriate instructional materials and/or equipment for disabled students" (49.3%). Of special interest are the following six items which received both "High Priority" ratings and high percentages (i.e., $\geq$ 50%) of requests for additional information:

- Item 3 (Understanding the psychological and behavioral effects of disabilities upon students)
- Item 4 (Learning how to better relate to disabled students)
- Item 5 (Helping disabled students develop positive attitudes about themselves)
- Item 9 (Developing teaching strategies for disabled students)
- Item 10 (Developing workable techniques for teaching disabled and nondisabled students in the same classroom)
- Item 11 (Having appropriate instructional materials and/or equipment for disabled students)

Preferred Activities

Table 6 displays a ranking of the activities preferred by the respondents to help them learn more about teaching disabled students. The largest number of faculty expressed a preference for "Inservice Workshop" (48.3%); while over one-third

noted "Videotaped Materials" (38.1%), "Observations of Other Instructors" (34.6%), and "Seminar" (33.9%). Colleges would do well to consider the use of these methods in assisting faculty to better meet the needs of disabled students on their campuses.

Table 6

Preferred Activities To Learn More About Disabled Students

Activities	f (%)	Rank
Observations of Other Instructors	283 (34.6)	3
Conference	259 (31.7)	5
Inservice Workshop	395 (48.3)	1
Instructional Modules	150 (18.4)	6
Seminar	277 (33.9)	4
Videotaped Materials	311 (38.1)	2
Other	31 (3.8)	7

Problems and Solutions

Part IV of the Faculty Questionnaire contained three open-ended questions which provided the respondents with an opportunity to express general concerns, to describe problems encountered in teaching disabled students, and to list solutions or special techniques used to address those problems. Approximately 60 percent of the 817 completed questionnaires included comments from faculty. A selection of comments grouped into seven categories follows. These comments are representative of the variety of points of view or areas of concerns cited by several respondents from each of the 17 participating colleges.

UNDERSTANDING DISABILITIES AND IDENTIFYING DISABLED STUDENTS

Problems:

"Not knowing about the student's disability until confronted with it (e.g., an epileptic seizure in class)."

"Not being told in advance of student's disability."

"According to administration, it is illegal to inform us of disabilities."

"Identifying those students too embarrassed to inform me of their disability."

"Students do not inform the instructor about their disability."

"In many cases it is difficult to identify students with emotional problems because of Privacy Laws. As a consequence, it often is not possible to avoid putting them in situations which may have an adverse affect."

"Not enough information on the effects that medications can have on performance."

"Need readily available sources of information about various disabilities."

COMMUNICATING AND INTERACTING WITH DISABLED STUDENTS

Problems:

"Nagging guilt feelings about work required of 'normal' students--tests, papers, etc.--as opposed to disabled students using tape recorder out of class, using books on records, etc."

"Poor attitude: disabled students expect special consideration beyond their disability."

"Disabled students' unrealistic and non-accepting attitudes concerning limitations and the need for modification and assistance."

"It is difficult to deal with the frustration experienced by handicapped students when their expectations exceed their capabilities."

"Acceptance of disabled student by other class members."

Solutions:

"Much counseling and positive reinforcement."

"Discussion of disabilities, helping disabled and nondisabled students be open about how they feel."

"Emotional encouragement."

"Supportive attitude, patience, breaking instructional material down into smaller units."

"Challenge them to perform and improvise."

"Although a handicap is a serious thing for the individual, and for others in the class who feel uneasy, humor concerning the individual while not ignoring his/her problem has worked well."

"Would like to learn about successes and failures experienced by sister institutions."

SUPPORT STAFF/SERVICES

Problems:

"Inappropriate placement--unrealistic expectations given student by administrators, e.g., deaf, blind or near-blind working in lab setting, etc."

"I have to reinvent the wheel every time I have disabled students in class, for example, they don't seem to know what services are available."

"An office devoted only to disabled students is needed like SUNY Albany's Special Services Office. Students are unaware of services and so are faculty, myself included."

Solutions:

"Special conferences with counselors and family."

"We should have a psychiatrist or psychologist on staff."

"Trying to have a disabled student use the same librarian each time helps both of them--the librarian becomes familiar with the student's particular needs and the student does not have to educate a new person with each visit."

CAREER DEVELOPMENT AND JOB PLACEMENT

Problems:

"Some handicapped students have utterly unrealistic expectations of employment."

"Counseling the handicapped student regarding realistic ability in the profession."

"What does one do when after much time and energy, the handicapped student has not mastered the basic skills for success in his or her chosen field?"

"Information from employers of their willingness to hire a disabled person."

"I am most interested in availability of jobs for the disabled."

"Disabled students in a lab or in an industry that uses machinery--what do you do?"

"What special efforts are various companies making to hire the handicapped?"

"My courses are especially designed to provide preparation for an active industry. Separating disabled students is probably dysfunctional as the industry they are preparing to enter will not give special treatment. Mainstreaming should be stressed whereby the student adapts as much as possible to the existing environment. Disabled students asking for a great deal of special treatment may be successfully put through this program; however, in my experience, employers will seldom if ever provide similar accommodation. It may be more realistic and better for the students to be as hard on them as we would be on other students, forcing them to deal with the realities of the industry or to find a career in which their personal needs will be better facilitated."

"I would like to learn more about companies that do work with the handicapped and types of work available to the students."

"It is difficult for each instructor to write to many firms inquiring about jobs for handicapped students. Could a central office write the letters to companies recommended by instructor?"

Solutions:

"Going to an actual job site."

"Assign jobs that build students' self-esteem and teach them how to work in a job-related environment."

"The nursing professions practice acts regulate against persons who are physically or mentally impaired as being able to practice. There have been test cases about deaf people entering nursing. We have always considered the individual student and his or her potential for employment."

ACCESS

Problems:

"Not all campus buildings can accommodate disabled students--this creates scheduling difficulties."

"Disabled student may have too long a wheelchair trip from building to building, particularly in the rain, snow, cold, muddy weather."

"The lack of an adjustable height wheelchair prevents mobility disabled students from using many of the instruments available to other students."

"Lack of money to purchase needed equipment or to modify present equipment."

"They can't get into my room! I've had to change the whole classroom, to the disadvantage of the entire class, to accommodate them. There are 16 stairs. I need a new facility that will not hurt these people."

"Mobility disabled have difficulty with surveying fieldwork."

Solutions:

"Speak with administrators."

"Put special wiring on certain machines so that the wheelchair student can turn the machine on and off. Also made a special platform for a wheelchair student so he could reach several different types of machines."

"When a mobility disabled student gave his presentation, he did so at the top of the stairs. The rest of the class accommodated by turning their chairs so they could face him."

"It's a small thing, but beside the card catalog we have big study tables. At the tables we have stools instead of chairs, because stools can be easily pushed out of the way when you need to draw a wheelchair up to the table. The card catalog drawers can all be reached and drawn out from a wheelchair. There are two heavy chairs with arms in the area also for people on crutches."

SAFETY

Problems:

"A safety problem was encountered when a class was held in a building without ramp access. A student in a wheelchair had to be carried into the building and at one point she was accidentally dropped. Fortunately she was uninjured. All efforts on my part to change the class location went unheeded."

"I would like to have some training in emergency medical procedures (examples, epileptic attacks, diabetic shock, etc.)."

"Epileptic seizure in class."

"Evacuation procedures for mobility handicapped in emergency situations."

"Disabled students seeking to perform activities which pose a safety hazard to themselves and others."

"Maintaining safety in the laboratory."

"Student had seizures and broke equipment."

"Safety around machinery in shop setting."

"What are the space requirements for safety between machines in a machine shop?"

INSTRUCTIONAL TECHNIQUES

Problems:

"My worst problem is setting standards for handicapped."

"Pressure to establish multiple academic standards because of disability."

"Major problem I encounter is teaching disabled and non-disabled students in the same class."

"Failure of other students to understand reason for special strategies without letting disabled student feel uncomfortable."

"There must be some compensation for teachers, i.e., teaching aids, fewer students per class, fewer hours, etc. The teachers are generally quite willing to give extra time to those who require it--BUT we only have so many hours per day--somebody will come up short."

"More time for individual attention."

"Faculty does not have the time to tutor individually."

"Time requirements of the disabled are frequently 2-3 times normal time allotment for a course."

"Poor study habits; lack of preparation."

"Obtaining materials needed before the student is in class, not at the end of the semester."

"Disabled students are frequently absent from class."

"Films without subtitles for the deaf are a problem."

"Hearing disabled student had difficulty taking blood pressure. Person had severe allergies and had difficulties giving medications."

"Notetakers for the hearing impaired do not show up for classes."

"Deaf student aided by sign language interpreter distracted the hearing students."

"Testing a blind student."

"Inability of visually impaired to deal with notes written on board, I don't know what to do."

"Blind student trying to draw flowcharts and trying to see what he typed in the computer; learning disabled not being able to read the test or answer in writing."

"Visually handicapped have trouble with microscopic work and understanding projected illustrations."

"The only disabled student I have had was troubled with a speech problem. He was an above average student, but was reluctant to speak during class. I felt many questions remained unanswered because of his unwillingness to speak during class."

"Understanding students with speech disabilities."

"Worked with a student who was a dwarf in photo lab which is constructed for average sized student. Made several accommodations to get her through."

"In guitar class I have simplified chords for people with athritis in the hand or with hands damaged neurologically."

"Techniques I have used in Physical Education courses include special chairs for seating arrangements; shorter handles on objects; 'balls' with sound for ball games, rule modifications; smaller, lighter racquets, etc. I also give personal instruction."

Solutions:

"Early assignments--increased preparation time--before semester begins--but make opportunity available to all students."

"Students used tape recorders and peer tutors when needed. I provided outlines for each module of work with accompanying transparencies for use on overhead projector."

"Use of peer tutors and partners."

"One-on-one tutoring."

"Give more individual attention and be flexible."

"I have mostly given extra time with explanations, etc., and have extended paper deadlines or test time allotments."

"Paid student readers of textbooks and exams; volunteer lab partners; ordering pre-recorded textbooks when they're available; creating a library of textbooks recorded by our readers for students."

"The use of tape recorders seems to solve most of the blind student's problems."

"I provide outlines and study guides."

"I have had other students make carbon copies of their notes."

"TV video tapes--follow-up on teacher's lecture material."

"Individualized and self-paced materials work best for my courses."

"Small group work."

"Bought electronic stethoscope. Allergic person wore gloves when preparing medications."

"Instructional modules."

"For visually handicapped: work in lab must include help for descriptive purposes, from student volunteers. Transparencies, 35mm slides, etc. must be described fully using out-of-class time. Testing must be done by cassette tape and critiques must be done verbally in the office. Testing can be accomplished via cassette tape, in the library or student room. Most frequently, handicapped students do a better academic job than the average student."

"Early book list supplied when parent of sight-handicapped called in summer for fall semester to get order in for large print textbooks."

"Provide textbook rames to Readers for the Blind as soon as possible. Send exams to readers in sealed envelopes."

"Recorded exams on cassette for blind student."

"Have allowed tape recorders for the sight impaired."

"Pre-recorded lectures, early book list, modifications of slide rule, ruler, voltmeter, tachometer and micrometer."

"I made a sort of braille meterstick."

"Saying what is being written on chalkboard, large print tests, handouts of material projected on overhead."

"Mimeographed materials must be very clear and should be printed on yellow paper for the visually handicapped. Special (early-book) bibliographies. Card file of test question with continuous reworking toward simplified vocabulary. Outline of lecture on screen while talking. Many simplified hand-outs, including diagrams."

"Eliminated all purple dittoes for visually impaired."

"I rewrite all the tests in big black ink and let the student take it in a separate longer time allotment--also, we've worked out with his advisor more tutoring time."

"Learning disabled fully use services of 'Learning Lab'."

"Learning disabled students took tests with a tutor present. Tutors were also provided to assist in learning the material. A blind student in a field biology course went on the field trips with the aid of a companion. Another case of a blind student in a lab course was resolved by separating the lecture component from the lab and offering credit for the lecture only."

"I have used dictations of student's compositions. The student dictates his composition to me--I copy it. I read it back and he makes verbal corrections. Then I type it so we both can read it and we go over it."

"Recorded lectures; allow student to type essay exams during class time as he cannot write legibly."

"Pre-recorded lectures, structured learning packets, tactile learning project for LD students."

"Hearing impaired student gave pre-arranged hand signal when he missed a point or misunderstood a word during lecture. Clarification either immediately or after class as appropriate."

"Special lecture notes for the deaf."

"Placed deaf student in rear of room with interpreter."

"Confer with Counseling Center for handicapped students with multiple problems, i.e., psychological, as well as physical. Line up tutors, readers, etc."

"For serious emotional or learning disabilities which keep students from being able to do work I try to find help and get them into contact with persons offering that help."

"Primarily: I try to be friendly and sympathetic when I talk with them, giving them some second chances and extra tutoring."

Conclusion

The Disabled Student Project Faculty Questionnaire was designed as part of Phase II of the Disabled Student Project: "Beyond Access: Meeting the Instructional Needs of Handicapped Students in Postsecondary Occupational Education." This report summarizes the responses of a sample of 817 faculty members from 17 two-year colleges in New York State. It provides a demographic profile of the faculty, an overview of the numbers and types of disabled students faculty have worked with in their classes, a listing of the primary campus sources of information on disabled students, and an examination of faculty awareness of and provision of 36 special accommodations for disabled students in their classes.

Of special significance are the faculty ratings of importance and need for more information on 20 activities-skills-competencies related to teaching disabled students. Items from the broad categories "General Understanding" and "Instructional Practices" generally received the highest importance ratings and the highest percentages of requests for additional information. These items together with the faculty's final open-ended responses describing their particular concerns or problems in teaching disabled students provide a firm indication of the needs and interests of the faculty in teaching and relating to disabled students. It is hoped that this information will be of value in developing materials and training opportunities and in assisting college faculty and staff in their efforts to accommodate the needs of disabled students in New York State two-year colleges.

APPENDICES

PROJECT ADVISORY COMMITTEE

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DISABLED STUDENT PROJECT PHASE II (1981-82)

Cooperating Sites and Contact Persons

SUNY

Agricultural and Technical Colleges

Cobleskill	Wayne Morris, Counselor
Delhi.	Anne Oles, Coordinator Disabled Students Mark Peel, Assistant to Vice President Academic Affairs
Farmingdale. . . .	Anita Tritell, Assistant Dean Student Affairs Fred Schenn, Project Coordinator
Morrisville. . . .	Thomas Monaghan, Counselor

Community Colleges

Adirondack	Richard Mates, Counselor
Broome	Mary E. Schum, Coordinator Disabled Students
Cayuga	David Charland, Counselor
Dutchess	Yvonne K. Sewell, Coordinator Special Services
Finger Lakes . . .	Pat Bizzaro, R.N., Student Health Center
Genesee.	Larene Hoelcle, Assistant Dean to the President Harry L. Welshofer, Professor
Hudson Valley. . .	Pablo E. Negron, Jr., Coordinator Disabled Students
Mohawk Valley. . .	Maryanne DiMeo-Brindisi, Instructor
Monroe	Dr. Edward O. Mills, Director of Research and Planning Carolyn Miller, Assistant Coordinator Work Experience Program
Schenectady. . . .	Thad Raushi, Counselor
Tompkins-Cortland.	James Hull, Director of Counseling

CUNY

Community Colleges

Hostos	Daisy Alverio, Associate Dean of Students Michael Stimola, Assistant Professor
Kingsborough. . .	Vera D. Mattingly, Affirmative Action Coordinator

APPENDIX C

_____
(1/1-5)

Two-Year College Development Center
State University of New York at Albany

DISABLED STUDENT PROJECT FACULTY QUESTIONNAIRE
(VEA 53-81-0430)

Part I

Directions: Please check (✓) the information requested.

1. What is your major discipline area?
   (6) _____ Agricultural
   (7) _____ Business and Office
   (8) _____ Distributive
   (9) _____ Health
   (10) _____ Home Economics
   (11) _____ Technical
   (12) _____ Trade, Industrial, and Service
   (13) _____ Other (Specify) _____

2. Is your current position full-time?
   (14) _____ Yes (15) _____ No

3. When do you teach your courses?
   (16) _____ Days only
   (17) _____ Evenings only
   (18) _____ Both days and evenings

4. What is your primary teaching setting?
   (19) _____ Classroom only
   (20) _____ Shop or lab only
   (21) _____ Combination classroom and shop or lab

5. How many years have you been in teaching?
   (22) _____ First year
   (23) _____ 2-5 years
   (24) _____ 6-10 years
   (25) _____ 11 years or more

6. What is your highest degree?
   (26) _____ Associates
   (27) _____ Bachelors
   (28) _____ Masters
   (29) _____ Doctorate
   (30) _____ Other (Specify) _____

7. How many Special Education Courses have you taken? _____ (31-32)

8. Of the number of students you teach per semester, what percent are disabled?
   (33) _____ None
   (34) _____ Less than 1%
   (35) _____ Between 1% and 5%
   (36) _____ Between 6% and 10%
   (37) _____ Over 10%

9. Which of the following types of disabled students have you ever had in your courses? CHECK ALL THAT APPLY. (See Appendix A for a listing of definitions.)
   (38) _____ Emotionally Disabled
   (39) _____ Hearing Disabled
   (40) _____ Learning Disabled
   (41) _____ Mobility Disabled
   (42) _____ Speech Disabled
   (43) _____ Visually Disabled
   (44) _____ Other Disabled (Specify) _____
   (45) _____ Multiple Disabled

10. Are you disabled or do you have a family member or close friend who is disabled?
    (46) _____ Yes (47) _____ No

    If Yes, please describe _____

11. Which of the following methods have been used at your college to inform you of the personnel, policies, and procedures associated with services for disabled students on your campus? CHECK ALL THAT APPLY.

(48) _____ Bulletin Board Notices
(49) _____ College Newspaper/Newsletter
(50) _____ Committee Work
(51) _____ Conference
(52) _____ Coordinator for Disabled Students
(53) _____ Departmental Meetings
(54) _____ Faculty Bulletin
(55) _____ Faculty Handbook or Guide
(56) _____ Faculty Meetings
(57) _____ Faculty Orientation
(58) _____ Inservice Training
(59) _____ Memoranda
(60) _____ Special Services Brochure
(61) _____ Word-of-Mouth
(62) _____ Workshops
(63) _____ Other (Specify) _____

Part II

Directions: Listed below are various accommodations for disabled students. An accommodation is any modification in method, technique, aid, device, service, or practice that enables a disabled person to perform in an academic setting. Which of the following accommodations have been used by or made available to disabled students to help them with coursework in your classes? CHECK ALL THAT APPLY. (See Appendix B for a listing of definitions.)

1. Accommodations provided by the instructor:

(64) _____ Alternate Assignments
(65) _____ Different Exam Formats
(66) _____ Different Time Allotments
(67) _____ Extra Personal Help
(68) _____ Study Guides/Notes
(69) _____ Student Volunteers (appointed by instructor)
(70) _____ Other (Describe) _____

_____

2. Accommodations provided by the college, the student, or an outside agency:

(71) _____ Abacus
(72) _____ Bookholder
(73) _____ Braille Informational Materials
(74) _____ Braille Instructional Materials
(75) _____ Braille Slate and Stylus
(76) _____ Braille Transcription Services
(77) _____ Captioned Films
(78) _____ Captioned Videotapes
(79) _____ Cassette Duplication Services (80: "1"; 2/1-5: Repeat 1/1-5)
(6) _____ Elastic Line Writing Guide
(7) _____ Electric Page Turner
(8) _____ Finger Math (Chisanbop)
(9) _____ Hydraulic Lift
(10) _____ Interpreters
(11) _____ Large Print Informational Materials
(12) _____ Large Print Instructional Materials
(13) _____ Large Print Typewriter
(14) _____ Low Vision Reader
(15) _____ Magnifying Reader
(16) _____ Microcomputer
(17) _____ Notetakers
(18) _____ Optacon
(19) _____ Perkins Brailler
(20) _____ Raised Line Drawing Kit
(21) _____ Readers
(22) _____ Talking Books
(23) _____ Talking Calculator
(24) _____ Tape Recorder
(25) _____ Teletypewriter
(26) _____ Tutors
(27) _____ Other (Describe) _____

_____

APPENDIX A

DEFINITIONS OF DISABILITIES

Section 504 of the Rehabilitation Act of 1973 defines a "handicapped person" as any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

For the purposes of this project, a disabled student is any student who cannot succeed in a regular vocational education program without special accommodations. The specific types of disabilities used in the project are defined below. The definitions are based upon the federal definitions of disabilities from the Education for All Handicapped Children Act of 1975 (P.L. 94-142).

Emotionally Disabled - a person exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

Hearing Disabled - a person whose receptive and expressive communication skills are so limited by hearing loss that participation in a regular classroom situation requires special accommodations.

Learning Disabled - a person with a disorder in one or more of the basic psychological processes needed to receive, organize, or express information including the ability to understand or use spoken or written language.

Mobility Disabled - a person with a severe orthopedic, neurological, or motor impairment. Examples include spina bifida, arthritis, paraplegia, hand function impairment, muscular dystrophy, spastic paralysis, etc.

Speech Disabled - a person displaying a disorder in verbal communication such as stuttering, impaired articulation, unintelligible speech, or other vocal deviations.

Visually Disabled - a person whose partial or complete loss of vision precludes normal educational functioning without special accommodations.

Other Disabled - a person with limited strength, vitality, or alertness due to chronic or acute health problems. Examples include heart disorders, hemophilia, epilepsy, diabetes, severe allergies, etc.

Multiple Disabled - a person having more than one of the primary disabilities defined above.

APPENDIX B

DEFINITIONS OF ACCOMMODATIONS

INSTRUCTOR-RELATED ACCOMMODATIONS

Alternate Assignments - an instructor approved substitute or modified assignment which is designed to allow a disabled student to obtain the same knowledge, skills, or results as nondisabled students.

Different Exam Formats - a modified exam copy or alternate form or procedure which allows a disabled student to perform optimally. Modifications may include take-home exams, oral exams, large print formats, special monitoring and/or physical assistance.

Different Time Allotments - an instructor approved reasonable extension of time or flexibility of scheduling to allow a disabled student to complete class assignments or tests.

Extra Personal Help - special one-to-one assistance for a disabled student provided by the instructor.

Special Study Guides/Notes - outlines of lectures, chapters, activities, procedures, etc. prepared by the instructor to assist students in obtaining or recording essential information.

Student Volunteers - an informal, voluntary arrangement whereby a nondisabled student is appointed by an instructor to assist a disabled student with classwork.

INSTRUCTIONAL ACCOMMODATIONS

Abacus - a manually operated device for performing calculations by sliding counters along rods.

Bookholder - an adjustable bookstand with vertical and horizontal straps to hold material to the support frame.

Braille Informational/Instructional Materials - materials prepared in braille.

Braille Slate and Stylus - the traditional method for writing braille by hand. The metal or plasic slate guides the stylus in punching braille dots downward into paper.

Braille Transcription Services - transcription of printed materials into braille.

Captioned Films/Videotapes - designed to aid deaf persons, captioned films and videotapes display the verbal component or sound track simultaneously on the screen with the picture.

Cassette Duplication Services - facilities to enable students to make additional tapes of cassette recordings.

Elastic Line Writing Guide - a handwriting aid with standard line spacing which enables the blind or visually impaired to write with even spacing and margins.

Electric Page Turner - a device utilizing sensitive touch controls which will hold and turn pages of books.

Finger Math - (Chisanbop) Korean technique using the fingers for arithmetic and mathematical computations.

Hydraulic Lift - a pressurized lift to assist mobility disabled persons, often used to elevate a wheelchair-bound person in order to make a work space more accessible, e.g., lab table or automobilte engine compartment.

Interpreters - a professional person who assists a deaf person in communicating with hearing people who cannot sign. There are two types of interpreters: the oral interpreter "mouths" what is being said while a manual interpreter uses sign language. The two methods are often used simultaneously.

Large Print Informational/Instructional Materials - materials prepared in large print.

Large Print Typewriter - various models equipped with a standard keyboard and large print type faces.

Low Vision Reader - a portable closed circuit television system which allows a visually impaired person to place written material or any fine work in front of the camera and view the enlarged image on the televison screen.

Magnifying Reader - a device to magnify printed material. Mounted on a heavy base, it consists of a simple magnifying lens with a light and moveable swing arm.

Microcomputer - the use of a computer or personal computer to assist with the instructional and learning process. The three principal areas in which computers can help to teach include tutorial where the computer actually teaches or "lectures" the student, drill and practice, and simulation.

Notetakers - a fellow student or other appointed person who is "contracted" to assist a disabled student (primarily the deaf) by taking notes or making a carbon or other copy of notes from class lectures and discussions.

Optacon - (OPtical-to-TActile CONverter) a general purpose reading system which allows a blind person to read print by converting the visual image to a vibrating tactile image which can be felt with the finger. It can be used to read any language, math symbols, diagrams or drawings. Attachments for the basic camera enable the unit to also read video computer terminals and electronic calculators, and to monitor material in a typewriter. Training is required to make effective use of this device.

Perkins Brailler - a manually operated machine to print braille characters.

Raised Line Drawing Kit - a device used by visually impaired students to reproduce charts, graphs, and diagrams. The kit consists of a rubber-like clip board over which pieces of plastic film are placed. Patterns are then traced on the plastic film with a ball point pen-type stylus causing the plastic to stretch and raise producing a tactile image. The lines are also easily followed by sight.

Readers - a volunteer or employee of a blind or partially sighted student who reads printed material in person or onto audio tape.

Talking Books - books recorded on discs or on cassettes. A talking book machine or cassette book machine is then used to play back the disc or cassette.

Talking Calculator - designed for voice and/or braille output rather than, or in addition to, visual displays.

Tape Recorder - a device for recording and playing back sound.

Teletypewriter - a device capable of being used over most telephonic communications systems to send and receive signals and produce hard copy from them. The teletypewriter allows deaf persons to communicate over the telephone.

Tutors - a person procured by a student outside the college or a volunteer or employee in the college tutoring center or lab who individually instructs or tutors the student in a special subject area or for a particular purpose.

Part III

Directions: Listed below are several activities/skills/competencies related to teaching disabled students in occupatiinal education programs. Please answer both A and B for each activity/skill/competency.

A. How important to your instructional performance is each of the following? (Please circle one number on the five-point rating scale provided.)

B. Would you like more information or training for this activity/skill/competency? (Please check (✓) "Yes" or "No.")

Activity/Skill/Competency	A. Importance? Low		Med		High	B. Information? Yes (1)	No (2)	
1. Developing a better understanding of the various types of disabilities	1	2	3	4	5	____	____	(28-29)
2. Understanding the laws regarding occupational education and disabled students	1	2	3	4	5	____	____	(30-31)
3. Understanding the psychological and behavioral effects of disabilities upon students	1	2	3	4	5	____	____	(32-33)
4. Learning how to better relate to disabled students.	1	2	3	4	5	____	____	(34-35)
5. Helping disabled students develop positive attitudes about themselves.	1	2	3	4	5	____	____	(36-37)
6. Identifying disabled students' occupational aptitudes	1	2	3	4	5	____	____	(38-39)
7. Assisting disabled students in developing realistic assessments of their occupational aptitudes	1	2	3	4	5	____	____	(40-41)
8. Determining competencies needed by disabled students for employment.	1	2	3	4	5	____	____	(42-43)
9. Developing teaching strategies for disabled students.	1	2	3	4	5	____	____	(44-45)
10. Developing workable techniques for teaching disabled and nondisabled students in the same classroom.	1	2	3	4	5	____	____	(46-47)
11. Having appropriate instructional materials and/or equipment for disabled students	1	2	3	4	5	____	____	(48-49)
12. Individualizing instruction for disabled students	1	2	3	4	5	____	____	(50-51)
13. Adapting instructional practices to accommodate the special needs of disabled students.	1	2	3	4	5	____	____	(52-53)
14. Maintaining academic standards for disabled students.	1	2	3	4	5	____	____	(54-55)
15. Maintaining safety standards with disabled students	1	2	3	4	5	____	____	(56-57)
16. Identifying special staff available to assist disabled students	1	2	3	4	5	____	____	(58-59)
17. Testing and grading disabled students	1	2	3	4	5	____	____	(60-61)
18. Preparing disabled students for job adjustment.	1	2	3	4	5	____	____	(62-63)
19. Developing work experience programs for disabled students.	1	2	3	4	5	____	____	(64-65)
20. Determining the availability of jobs for disabled students.	1	2	3	4	5	____	____	(66-67)

Part IV

1. Please list additional topics or areas of concern related to teaching disabled students that you would like to learn more about.

_____

_____

_____

_____

_____

2. Which of the following activities would you be willing to participate in to learn more about teaching disabled students? CHECK ALL THAT APPLY.

(68) _____ Classroom Observations of Other Instructors Working with Disabled Students
(69) _____ Conference
(70) _____ Inservice Workshop
(71) _____ Instructional Modules
(72) _____ Seminar
(73) _____ Videotaped Materials
(74) _____ Other (Specify) _____ (80: "2")

3. Describe any problems you have encountered in teaching disabled students in your courses.

_____

_____

_____

_____

_____

4. List any solutions or special techniques you have used to address those problems (e.g., pre-recorded lectures, early book list, etc.). Please do not hesitate to describe simple, unique modifications you may have devised.

_____

_____

_____

_____

_____

Thank you for your cooperation.